

Curriculum & Mapping

2022-23

Pride Passion Partnership Professionalism Positivity



The Bridge London
Hungerford School

Our Curriculum

Our aim is to create an inclusive, happy, caring and co-operative school community, which celebrates learning in all of its forms. We expect excellent behaviour from our pupils and use Positive Behaviour Support and Intervention which means that we relate positively towards children at all times and teach the children how to behave well as part of our curriculum. We believe that specific, meaningful praise and a secure, nurturing environment are necessary in order to develop the child's self-esteem and enable them to develop the confidence to learn with an open and curious mind.

Play is an important element of our curriculum which encourages deep learning & fosters greater enjoyment of school life for children and staff. We ensure that children are able to engage in learning outside of the classroom as much as possible, taking advantage of the school grounds, the local community and the wider cultural experiences that London has to offer. We also place a high priority on the arts, with regular singing and a high quality art provision in our attic. Our curriculum has breadth and ambition equal to the National Curriculum, with reading taught via Read, Write, Inc and Maths taught via the Maths Mastery approach. For English beyond phonics, please see our 'What English Looks Like' document. Foundation subjects are taught via Project Based Learning (see 'What PBL Looks Like' Document) when school is fully open, and via a more traditional topic-based approach with blended learning when schools are closed due to COVID-19.

Children learn in many different ways so we aim to teach using many different styles. Children learn individually, in pairs, in small groups or as a whole class. The classroom is silent, quiet or sometimes very noisy. Our staff are encouraged to teach in many different ways and constantly develop their teaching expertise. They are empowered to take risks in the classroom to ensure the curriculum is exciting and irresistible for the children.

Our initial curriculum design was based on our assessment of the needs of the children within our school community and can be summarised through these three 'golden threads':

Strand One - Cultural curriculum:

Our curriculum at Hungerford School provides our children with a range of cultural

media & experience to open their minds and expose them to material they may not otherwise encounter. These experiences are then woven through the rest of the curriculum, informing the children's learning journey.

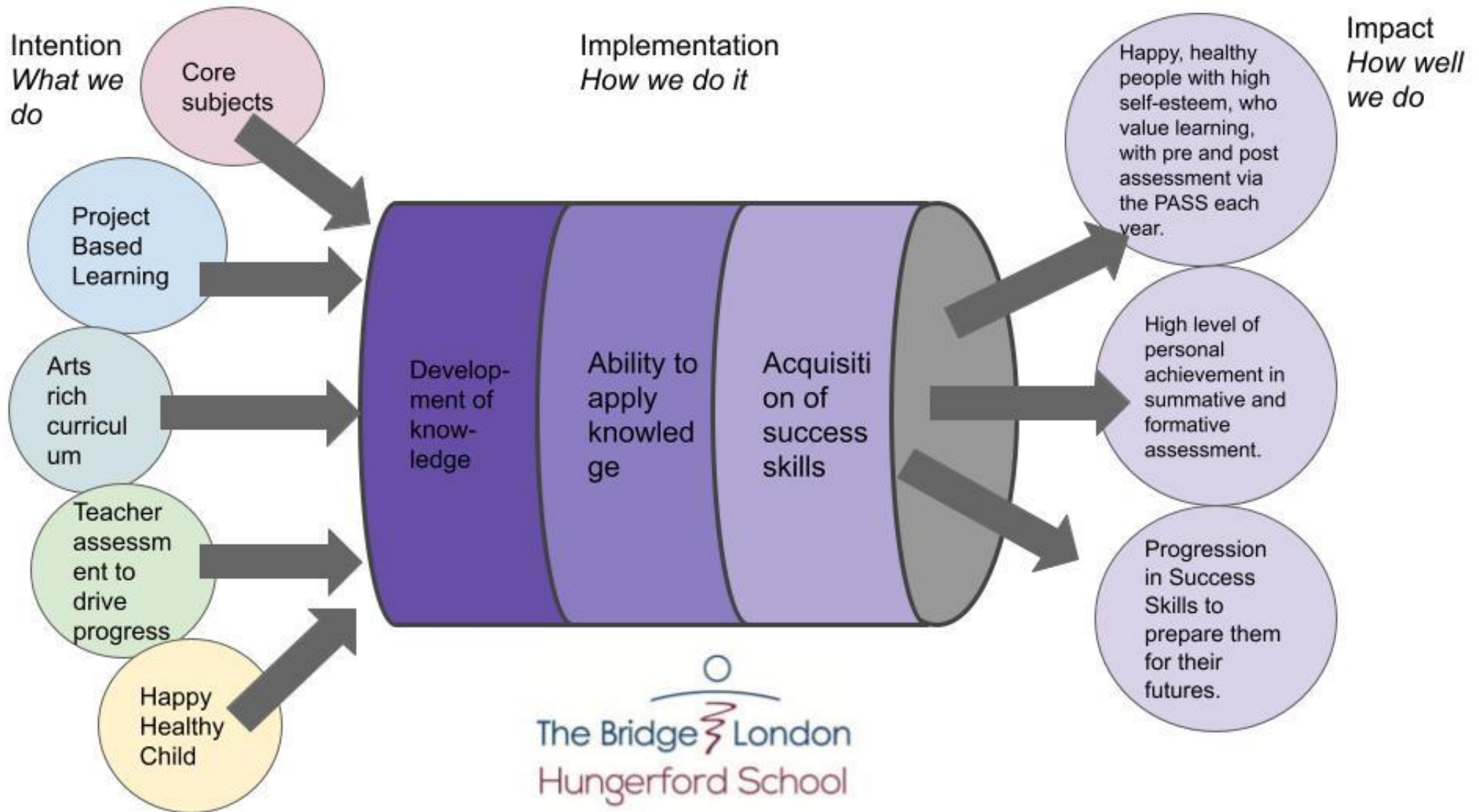
Strand Two - Becoming an effective learner:

Our curriculum also enables children to develop characteristics of effective learning through playing & exploring, active learning, creating and thinking critically.







Strand Three - Becoming a happy, mindful citizen:

Our curriculum teaches healthy coping strategies that encourage good mental health and personal success. It also enables us to work together as citizens, mindful of our effect on our community, our country and our planet.

Through consultation with teaching staff, parents and our school council, and with regard to the latest Ofsted handbook, we further developed our curriculum to its current point:





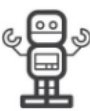



2022/23 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Book focus						
Trips/ Visitors	Local area trip	dentist / health professional to visit	Train/Bus Station	Garden Centre	Ranger Stu London Zoo	Natural History Museum
English	Read Write INC	Read Write INC	Read Write INC	Read Write INC	Read Write INC	Read Write INC
Maths	Just Like Me!	It's me, 1, 2, 3 Light and Dark	Alive in 5! Growing 6, 7, 8.	Building 9 and 10.	To 20 and Beyond First, Then, Now	Find my pattern, On the Move
Understanding the World	<p>All About Me</p>  <p>Children explore their new class and friends.</p>	<p>Fire and Ice</p> 	<p>Farming and Seasons</p> 	<p>Shopping</p> 	<p>Robots and Recycling</p> 	<p>Sea Creatures</p> 

	Understanding the world + Oracy	Understanding the world + Oracy	Understanding the world + Oracy	Understanding the world + Oracy	Understanding the world + Oracy	Understanding the world + Oracy
Expressive Arts and Design	Jewellery making	Self portraits	Maps and beebots	Plant paintings	Model making	Drawing and Sketching
Physical Development	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care	Moving and handling Health and Self-Care
RE	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religions: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Islam, Judaism	Theme: Easter Key Question: What is Easter? Religions: Christianity	Theme: Story Time Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Personal, Social and Emotional Development	Making relationships Self-confidence and self-awareness Managing feelings and behaviour	Making relationships Self-confidence and self-awareness Managing feelings and behaviour	Making relationships Self-confidence and self-awareness Managing feelings and behaviour	Making relationships Self-confidence and self-awareness Managing feelings and behaviour	Making relationships Self-confidence and self-awareness Managing feelings and behaviour	Making relationships Self-confidence and self-awareness Managing feelings and behaviour







Communication and language	Listening and attention Understanding Speaking	Listening and attention Understanding Speaking	Listening and attention Understanding Speaking	Listening and attention Understanding Speaking	Listening and attention Understanding Speaking	Listening and attention Understanding Speaking
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Book focus	The Comedy of Errors	Tree: Seasons come, seasons go, Lila and The Secret of The Rain	Traction Man is Here Naughty Bus Lost in the Toy Museum	Non fiction books Handa's Surprise Shapes of Australia	The Big Book of Bugs Superworm Arghhh! Spider!	Look up! By Nathan Bryan Space Race by Malorie Blackman
Trips/ Visitors	Local area trip	<u>Freshwater Theatre company - Weather and Seasons workshop</u>	<u>Museum of Childhood</u>	<u>Art Gallery</u> 11x11 trip National Gallery	<u>Natural History Museum</u>	<u>Science Museum</u>
English	Read, Write INC	Read, Write INC	Read, Write INC	Read, Write INC	Read, Write INC	Read, Write INC
Maths	<ul style="list-style-type: none"> Place Value within 10 Addition and subtraction within 10 	<ul style="list-style-type: none"> Addition and subtraction within 10 (cont) 	<ul style="list-style-type: none"> Place value within 20 Shape 	<ul style="list-style-type: none"> Addition and subtraction within 20 Place value within 50 	<ul style="list-style-type: none"> Multiplication and division Fractions 	<ul style="list-style-type: none"> Geometry position/direction Measurement: Money/Time

Project Based Learning (PBL)	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>Shakespeare project - art/performance outcome</p> <p>History + Oracy</p>	<p>Meteorologists</p>  <p>Children learn about the weather in the UK and in other places around the world. They create weather stations to measure rainfall, temperature and wind speed. They present their work by filming a weather segment for the daily news.</p> <p>Science + Geography</p>	<p>Toy Designers</p>  <p>Children become toy museum curators, learning about the history of toys. They design and make their own futuristic toys. They create a class museum for visitors to learn about different toys and see their inventions.</p> <p>History + DT</p>	<p>Fashion Designers</p>  <p>Children find out about the different continents, focussing on the traditional arts of specific countries. They recreate these art in different forms, and make an art gallery that represents the diverse ethnicities that we have in our class.</p> <p>Geography + Art</p>	<p>Entomologists</p>  <p>Children learn about different insects and their natural habitats. They create models of different insects and produce information cards about them for a Science Fair.</p> <p>Science + Oracy</p>	<p>Astronauts</p>  <p>Children learn about the Space Race and the Moon landings. They learn about the science behind rockets and forces.</p> <p>They present their work to an audience in an end of year assembly.</p> <p>History + Science</p>	
	Science	Humans	The Seasons	Materials	Plants	Animals	
	Art/DT		Sculpture		Paint and Pattern		Drawing and sketching
	Music	Black history month: Charanga: Rhythm in		Charanga		Charanga	







	the way we walk					
Computing	Unit 1.1: Online Safety & Exploring Purple Mash	Unit 1.2: Grouping & Sorting Programs – 2DIY Unit 1.3: Pictograms Programs – 2Count	Unit 1.4: Lego Builders Programs – 2DIY Unit 1.5: Maze Explorers Programs – 2Go	Unit 1.6: Animated Story Books Programs – 2Create A Story	Unit 1.7: Coding Programs – 2Code	Unit 1.8: Spreadsheets Programs – 2Calculate Unit 1.9: Technology outside school
RE	Theme: The Creation Story Key Questions: Does God want Christians to look after the world? Religions: Christianity	Theme: The Christmas Story Key Question: What gift would I have given to Jesus if He had been born in my town and not in Bethlehem? Religions: Christianity	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religions: Christianity	Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds? Religions: Christianity	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religions: Judaism	Theme: Chanukah Key Question: Does celebrating Chanukah make Jewish children feel closer to God? Religions: Judaism
PSHE	Fun times	Feeling Safe	Me and Others	What do we put into and on to bodies?	Feelings	My Money
PE	Multi skills Fitness Frenzy	Ball Skills Mighty Movers	Gymnastics Skip to the Beat	Story Time Dance Invasion Games	Athletics Cool Core	Throwing and Catching OOA (Outdoor Adventure ctivities)







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2						
Book focus	The Comedy of Errors	Fairy Tales Zombierella I'll follow the moon	John Burningham stories The Great Fire of London: 350th Anniversary of the Great Fire of 1666	The Twits	Fantastic Mr Fox	Stories with familiar settings Poetry selections
Trips/ Visitors	Local area trip	<u>London Aquarium</u>	<u>Museum of London</u>	11x11 trip Islington Museum	<u>Kew Gardens</u>	<u>Discovery Children's Story Museum</u>
English	Read, Write INC	Read, Write INC	Read, Write INC	Read, Write INC	Adventure stories Instructions	Stories set in familiar settings Poetry (learn by heart and perform)
Maths	<ul style="list-style-type: none"> Place value Addition and subtraction 	<ul style="list-style-type: none"> Addition and subtraction (cont) Measurement - Money 	<ul style="list-style-type: none"> Multiplication and division Statistics 	<ul style="list-style-type: none"> Geometry shape Fractions 	<ul style="list-style-type: none"> Measurement length/height Geometry position/direction 	<ul style="list-style-type: none"> Measurement Time mass/capacity temperature

<p>Project Based Learning (PBL)</p>	<p>Historians</p>  <p><i>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</i></p> <p>Shakespeare project - art/performance outcome</p> <p>History + Art</p>	<p>Conservationists</p>  <p><i>Children learn about turtles and their habitats. They learn about the oceans of the world, and the habitats these amazing creatures are so dependent on. They create information posters about ocean preservation and host a charity fundraiser to support the WWF and sponsor a turtle.</i></p> <p>Science + Geography</p>	<p>Story Tellers</p>  <p><i>Children learn about the Great Fire of London in 1666. They read the accounts which survived, make their own model houses to watch the fire spread and write stories to capture this historical event. They perform their stories for an audience in an assembly.</i></p> <p>History + DT</p>	<p>Tour Guides</p>  <p><i>Children become local tour guides and create a video guide for people who are new to Islington. They find out about the history of our diverse borough, and publish their guides on YouTube.</i></p> <p>Geography + Oracy</p>	<p>Botanists</p>  <p><i>Children learn about the wonderful world of plants and create a classroom garden to enjoy. They make information cards about different plants they have discovered on their trip and create a 'botanists guide to growing plants'.</i></p> <p>Science + Oracy</p>	<p>Advertisers</p>  <p><i>Children learn about the different countries in the UK and the history of Great Britain. They create adverts to persuade people to visit their chosen country, detailing the different things they can experience there.</i></p> <p>Geography + History</p>
<p>Science</p>		<p>Living things and their habitats</p>		<p>Animals including Humans</p>	<p>Plants</p>	<p>Materials</p>
<p>Art/DT</p>		<p>Sculpture</p>		<p>Paint and Pattern</p>		<p>Drawing and sketching</p>
<p>Music</p>	<p>Black history month</p>		<p>Charanga</p>		<p>Charanga</p>	

	Charanga					
Computing	Unit 2.1: Coding Unit 2:2: Online Safety	Unit 2:2: Online Safety Unit 2.3: Spreadsheets	Unit 2.4: Questioning	Unit 2.5: Effective Searching	Unit 2.6: Creating Pictures Unit 2.7 Making Music	Unit 2.7 Making Music Unit 2.8 Presenting Ideas
RE	Theme: Jesus' lessons Key Question: Is it possible to be kind to everyone all of the time? Religions: Christianity	Theme: Christmas: Jesus as a gift from God Key Question: Why did God give Jesus to the world? Religions: Christianity	Theme: Prayer at home Key Question: Does praying at regular intervals everyday help a Muslim in his/her every day life? Religions: Islam	Theme: Easter resurrection Key Question: Is it true that Jesus came back to life again? Religions: Christianity	Theme: Prayer at home Key Question: How important is it for Jewish people to do what God has asked them to do? Religions: Judaism	Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? Religions: Islam
PSHE	What keeps me healthy?	Friendship	Boys and girls, families	Boys and girls, families	Indoors and outdoors	Medicines and me
PE	Fitness Frenzy Throwing and Catching	Ball Skills	Gymnastics	Story Time Dance	Athletics	OOA (Outdoor Adventure Activities)







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
Book focus	The Comedy of Errors Aesop's Fables	Diary of a killer cat Illuminatomy	The Explorer The Great Kapok Tree There's a Rang-Tan in my bedroom	Ug Boy Genius	Escape from Pompeii Flood Volcanoes!	Ancient Egypt: Tales of Gods and Pharaohs, The Legend of Tutankhamun
Trips/ Visitors	Local area visit Islington Town Hall (History - Valda James) Almeida theatre (Art / History -The Comedy of Errors)	<u>Centre of the Cell workshop</u>	11 x 11 trip	<u>Museum of London</u>	<u>Natural History Museum</u>	<u>British Museum</u>
English Cycle 1	Shakespeare performance Non-chronological report Fables (Tortoise and the Hare)	Poetry-calligrams and couplets Recounts in newspapers Playscripts (Edward Tulane)	Persuasive letter Discussion: introducing debating (ABC)	Stories from other cultures (Escape from Pompeii) postcard, diary recount. Poetry -classic poetry to learn by heart and perform	Adventure stories (Nim's Island) Explanation text-the water cycle	Autobiography Instruction text: recipes







English Cycle 2	Shakespeare performance Fantasy story Poetry-Kenning	Folk tales (speech marks) Poetry-poems with figurative language Louise Bennett-Coverley (Poet)	Debate: for and against conservation projects Fairy Tales (alternative ending)	Myths and Legends	Non-chronological report Explanations text - volcanos Mystery story	Diary recount Dilemma story Poetry-kenning/cinquain
Maths	<ul style="list-style-type: none"> Place value Addition and subtraction 	<ul style="list-style-type: none"> Addition and subtraction (cont) Multiplication and division 	<ul style="list-style-type: none"> Multiplication and division (cont) Measurement Money Statistics 	<ul style="list-style-type: none"> Measurement length/perimeter Fractions 	<ul style="list-style-type: none"> Fractions Measurement Time 	<ul style="list-style-type: none"> Geometry Shape Measurement Mass/capacity
Project Based Learning (PBL) Cycle 1	Historians  <i>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</i> Shakespeare project - art/performance outcome	Electricians  <i>Children learn about electrical circuits, problem solving their way through different challenges. They design and make a model village which has light up elements. They showcase their village as part of the Christmas celebrations at school.</i>	Conservationists  <i>Children learn about living things and their habitats, the importance of conservation and how environmental changes can cause dangers to living things. They use their mapping skills to identify a suitable location for a sanctuary to protect a species, design a safe haven for them and present their work to an external panel.</i>	Curators  <i>Children learn about the fascinating history of Ancient Rome and its legacy in England today. They create their own artefacts and open a classroom museum to show their learning to a real audience.</i>	Limnologists  <i>Children learn about the fragile ecosystems to be found in inland water habitats such as rivers and ponds. They learn about the water cycle, coastal erosion and how animals and humans are affected by these natural processes. They create talking posters explaining their learning.</i>	Restaurateurs  <i>Children learn about different countries and their traditions. They discover recipes and ingredients from these places and design a cookbook featuring their own fusion recipes. They cook and serve their meals to a panel of experts.</i>

	History + Art	Science + DT	Science + Geography	History + Art	Science + Geography	Geography + DT
<p>Project Based Learning (PBL)</p> <p>Cycle 2</p>	<p>Historians</p>  <p><i>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</i></p> <p>Shakespeare project - art/performance outcome</p> <p>Black History month project</p> <p>History + Art</p>	<p>Gastroenterologists</p>  <p><i>Children learn about the human body, the organs and how we digest food. They create an interactive tour through the human body, demonstrating their learning to a live audience.</i></p> <p>Science + Oracy</p>	<p>Conservationists</p>  <p><i>Children learn about the rainforests of the world, and the threats they face. They create an advertising campaign to encourage people to help conserve the rainforest and raise money for the Rainforest Trust</i></p> <p>Geography + Oracy</p>	<p>Curators</p>  <p><i>Children learn about the earliest of civilisations in Britain through studying artefacts. They create their own artefacts and open a classroom museum to show their learning on the Stone Age to a real audience.</i></p> <p>History + Art</p>	<p>Geologists</p>  <p><i>Children learn about natural disasters and the science behind them. They study different rock types and states of matter. They create science fair demonstrations to show their learning to a real audience.</i></p> <p>Science + Geography</p>	<p>Egyptologists</p>  <p><i>Children learn about the fascinating history of Ancient Egypt, and learn to tell stories like an Egyptian. They perform their stories to an audience, and showcase their learning in a live event.</i></p> <p>History + Oracy</p>
Science	<p>Super Scientist</p>	<p>Cycle 1: Electricity (y4)</p> <p>Cycle 2: Animals (y4)</p>	<p>Cycle 1: Plants (y3)</p> <p>Cycle 2: Living Things (y4)</p>	<p>Cycle 1: Animals (y3)</p> <p>Cycle 2: Light (y3)</p>	<p>Cycle 1: States of Matter (y4)</p> <p>Cycle 2: Rocks (y3)</p>	<p>Cycle 1: Sound (y4)</p> <p>Cycle 2: Forces (y3)</p>

Computing	Unit 3.1 Coding	Unit 3.2 Online Safety Unit 3.3 Spreadsheets	Unit 3.4 Touch Typing Unit 3.5 Email (including email safety)	Unit 3.5 Email (including email safety) Unit 3.6 Branching databases	Unit 3.7 Simulations Unit 3.8 Graphing	Unit 3.9 Presenting
PE	Multi skills Fitness Frenzy	Ball Skills Athletics	Gymnastics Skip to the beat	Cool Core Dodgeball	Golf Dance	Football OAA (Outdoor Adventure Activities)
French	Je me presente		Ma Famille		Les Animaux	







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4						
Book focus	The Comedy of Errors The Tin Forest The Magic Paintbrush Firework makers daughter))	The Miraculous Journey of Edward Tulane	There's a orangutan in my bedroom The Ice Bear The Iron Man Tell me a Dragon Dragonology	The Thieves of Ostia Escape from Pompeii	Journey to the River Sea Non-Fiction texts	I was a Rat
Trips/ Visitors	Local trip	11x11 trip	Natural History Museum	London Mithraeum Bloomberg SPACE	<u>London Museum of Water and Steam</u> Walthamstow Wetlands	Pizza express Cookery school
English	Playscript Poetry-poems with figurative language Louise Bennett-Coverley (Poet)	Recounts in newspapers Playscripts** (Diary entry)	Explanations Fantasy Poetry-poems to learn by heart and perform	Roman Myths and legends Discussion: for and against	Non-chronological report Explanations Stories with SPaG focus Adventure	Instructions Dilemma story Poetry-kenning/cinquain

<p>Maths</p>	<ul style="list-style-type: none"> • Place value • Addition and subtraction 	<ul style="list-style-type: none"> • Measurement length/perimeter • Multiplication and division 	<ul style="list-style-type: none"> • Multiplication and division (cont) • Measurement Area • Fractions 	<ul style="list-style-type: none"> • Fractions (cont) • Decimals 	<ul style="list-style-type: none"> • Decimals (cont) • Measurement Money Time 	<ul style="list-style-type: none"> • Statistics • Geometry Shape Position/direction
<p>Project Based Learning (PBL)</p> <p>Cycle 1</p>	<p>Historians</p>  <p><i>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</i></p> <p>Shakespeare project - art/performance outcome</p> <p>History + Art</p>	<p>Electricians</p>  <p><i>Children learn about electrical circuits, problem solving their way through different challenges. They design and make a model village which has light up elements. They showcase their village as part of the Christmas celebrations at school.</i></p> <p>Science + DT</p>	<p>Conservationists</p>  <p><i>Children learn about living things and their habitats, the importance of conservation and how environmental changes can cause dangers to living things. They use their mapping skills to identify a suitable location for a sanctuary to protect a species, design a safe haven for them and present their work to an external panel.</i></p> <p>Science + Geography</p>	<p>Curators</p>  <p><i>Children learn about the fascinating history of Ancient Rome and its legacy in England today. They create their own artefacts and open a classroom museum to show their learning to a real audience.</i></p> <p>History + Art</p>	<p>Limnologists</p>  <p><i>Children learn about the fragile ecosystems to be found in inland water habitats such as rivers and ponds. They learn about the water cycle, coastal erosion and how animals and humans are affected by these natural processes. They create talking posters explaining their learning.</i></p> <p>Science + Geography</p>	<p>Restaurateurs</p>  <p><i>Children learn about different countries and their traditions. They discover recipes and ingredients from these places and design a cookbook featuring their own fusion recipes. They cook and serve their meals to a panel of experts.</i></p> <p>Geography + DT</p>

<p>Project Based Learning (PBL)</p> <p>Cycle 2</p>	<p>Historians</p>  <p><i>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</i></p> <p>Shakespeare project - art/performance outcome</p> <p>Black History month project</p> <p>History + Art</p>	<p>Gastroenterologists</p>  <p><i>Children learn about the human body, the organs and how we digest food. They create an interactive tour through the human body, demonstrating their learning to a live audience.</i></p> <p>Science + Oracy</p>	<p>Conservationists</p>  <p><i>Children learn about the rainforests of the world, and the threats they face. They create an advertising campaign to encourage people to help conserve the rainforest and raise money for the Rainforest Trust</i></p> <p>Geography + Oracy</p>	<p>Curators</p>  <p><i>Children learn about the earliest of civilisations in Britain through studying artefacts. They create their own artefacts and open a classroom museum to show their learning on the Stone Age to a real audience.</i></p> <p>History + Art</p>	<p>Geologists</p>  <p><i>Children learn about natural disasters and the science behind them. They study different rock types and states of matter. They create science fair demonstrations to show their learning to a real audience.</i></p> <p>Science + Geography</p>	<p>Egyptologists</p>  <p><i>Children learn about the fascinating history of Ancient Egypt, and learn to tell stories like an Egyptian. They perform their stories to an audience, and showcase their learning in a live event.</i></p> <p>History + Oracy</p>
<p>Science</p>	<p style="background-color: black; color: black;">[Redacted]</p>	<p>Cycle 1: Electricity (y4)</p> <p>Cycle 2: Animals (y4)</p>	<p>Cycle 1: Plants (y3)</p> <p>Cycle 2: Living Things (y4)</p>	<p>Cycle 1: Animals (y3)</p> <p>Cycle 2: Light (y3)</p>	<p>Cycle 1: States of Matter (y4)</p> <p>Cycle 2: Rocks (y3)</p>	<p>Cycle 1: Sound (y4)</p> <p>Cycle 2: Forces (y3)</p>







Computing	Unit 4.1 Coding	Unit 4.2 Online Safety Unit 4.4 Writing for Different Audiences	Unit 4.3 Spreadsheets	Unit 4.5 Logo	Unit 4.6 Animation Unit 4.7 Effective Searching	Unit 4.8 Hardware Investigators Unit 4.9 Making Music
PE	Tennis Fitness Frenzy	Step to the beat Basketball	Gymnastics Boxercise	Swimming Dodgeball	Athletics Dance	Golf Swimming
French	Mon anniversaire		Le Monde		Moi et Mon Ecole	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5						
Book focus	Comedy of Errors	What Mr Darwin Saw - Mick Manning Punch - Barbara Henderson	Journey by Aaron Becker	African Folktales	The Secret Garden	Who Let the Gods Out? - Maz Evans Orchard Book of Greek Myths - Geraldine McCaughrean
Trips/ Visitors	Local trip	<u>Natural History Museum</u>	11x11 trip	<u>Virtual museums</u>	Science Museum TeamSport Go Karting North London	<u>British Museum</u>
English	Playscript Recount in biographies Poetry-haiku and limericks	Historical narrative Explanations Story with a SPaG focus.	Persuasive writing for radio or TV Narrative poetry Formal report writing	Stories from other cultures RAP-learning by heart and performance	Instructions Fiction from our literary heritage Film/playscript	Greek Myths Discussion-a formal debate
Maths	<ul style="list-style-type: none"> Place value Addition and subtraction Statistics 	<ul style="list-style-type: none"> Multiplication and division Measurement area/perimeter 	<ul style="list-style-type: none"> Multiplication and division fractions 	<ul style="list-style-type: none"> Fractions (cont) Decimals Percentages 	<ul style="list-style-type: none"> Decimals (cont) Geometry shape 	<ul style="list-style-type: none"> Geometry position/direction Measurement Converting units volume

Project Based Learning (PBL)	<p>Historians</p>  <p>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</p> <p>Shakespeare project - art/performance outcome</p> <p>History + Art</p>	<p>Travel Agents</p>  <p>The children become travel agents and design their own holiday adverts enticing people to visit a region of Europe. They learn about the history, culture and landscape of their chosen countries, and present their persuasive adverts to a panel of experts.</p> <p>Geography + Oracy</p>	<p>Virtual Curators</p>  <p>The children learn about different Ancient cultures by studying primary and secondary sources. They present their learning by creating a virtual museum.</p> <p>History + Computing</p>	<p>Darwinians</p>  <p>Children learn about the science of evolution, adaptation and survival of the fittest. They learn about Charles Darwin and create their own demonstration of evolution over millions of years using clay and dioramas. They narrate the story of evolution and help an audience tour the timeline of evolution in a presentation.</p> <p>Science + Oracy</p>	<p>Racers</p>  <p>The children design and build go karts having studied the physics behind their movement. The go karts are put head to head in races, and the children discover the best design for a winning racer.</p> <p>Science + DT</p>	<p>Storytellers</p>  <p>The children study the history of Ancient Greece, the birth of democracy, the Olympics and myths. They write and perform their own myths based on their own mythical creatures to a live audience.</p> <p>History + Oracy</p>	
	Science	Paint and Pattern	<p>Living things and their habitats</p> <p>Animals including Humans</p>	Properties and changes of materials	Evolution and inheritance	Forces	Properties and changes of materials
	Art		Sculpture		Paint and Pattern		Drawing and sketching

Music	Charanga		Charanga		Charanga	
Computing	Unit 5.1 Coding	Unit 5.3 Spreadsheets	Unit 5.2 Online Safety Unit 5.4 Databases	Unit 5.5 Game Creator	Unit 5.6 3D Modelling Unit 5.7 Concept Maps	Unit 5.8 Word Processing
RE	Theme: Belief into Action Key Question: How far would a Sikh go for their religion? Religions: Sikhism	Theme: Christmas Key Question: Is the Christmas story true? Religions: Christianity	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religions: Hinduism	Theme: Easter Key Question: Did God intend Jesus to be crucified and if so was Jesus aware of this? Religions: Christianity	Theme: Beliefs and moral values Key Question: Do beliefs in karma, samsara and moksha help Hindus lead good lives? Religions: Hinduism	Theme: Beliefs and practices Key Question: What is the best way for a Christian to show commitment to God? Religions: Christianity
PSHE	In the media	Stereotypes, discrimination and prejudice	Making safer choices	Dealing with feelings	Different influences	Borrowing and earning money
PE	Tennis Netball	OAA (outdoor adventure activities) Leadership	Swimming Gymnastics	Boxercise Gaelic football	Athletics Dance	Cricket Swimming
French	Qu'est-ce que tu veux? – What would you like?		Les Sport et le Corps - Sports & Body Parts		Les Vêtements - Clothes	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6						
Book focus	The Comedy of Errors	See you in the cosmos by Jack Cheng	Slaves for the Isabella - Julia Edwards	Carrie's War - Nina Bawden My Secret War Diary - Flossie Albright	Gut Garden - Katie Brosnan The Bacteria Book - Steve Mould	What is politics? Why should we care? Michael Rosen Vote for Effie - Laura Wood
Trips/Visitors	Local area trip	Planetarium	11x11 trip	Imperial War Museum WW2 Speaker	Centre of the Cell	School Journey
English	<ul style="list-style-type: none"> Playscript Biography Retelling The Comedy of Errors in prose SPAG basics 	Space narrative Explanations	Persuasive writing for radio or TV Narrative poetry Formal report writing	Writing in Role Non-Fiction writing RAP-learning by heart and performance	Instructions Fiction from our literary heritage	Discussion-a formal debate Film/playscript
Maths	<ul style="list-style-type: none"> Place value Four operations 	<ul style="list-style-type: none"> Fractions Geometry position/direction 	<ul style="list-style-type: none"> Decimals Percentages Algebra 	<ul style="list-style-type: none"> Measurement Converting units perimeter/area Volume Ratio 	<ul style="list-style-type: none"> Statistics Geometry shape 	<ul style="list-style-type: none"> consolidation

Project Based Learning (PBL)	<p>Historians</p>  <p><i>Children learn about and choose a historically significant person to name their class after. They create a shared portrait of their hero, developing their skills with pencil, colour and pattern.</i></p> <p>Shakespeare project - art/performance outcome</p> <p>History + Art</p>	<p>Astronomers</p>  <p>The children learn about our solar system, and conduct a tour of space in their own classroom planetarium.</p> <p>Science + Oracy</p>	<p>Traders</p>  <p>The children learn about Great Britain's past and decide if it does qualify as 'Great'. They make their own tabletop tribes and must negotiate trade deals to ensure the growth of their populations, and learn about different factors of human geography. They present their conclusions in a persuasive speech for the Governors.</p> <p>History + Geography</p>	<p>Evacuees</p>  <p>The children learn about life on the homefront during WW2, the life of an evacuee and the impact WW2 had on the world. They create their own war scrapbooks, showcasing their learning on the topic in a visual way.</p> <p>History + Art</p>	<p>Microbiologists</p>  <p>Science - humans</p> <p>The children learn about the science behind antibiotics, ask and find answers to questions to antibiotic resistance. They learn about the circulatory system, and make informative documentaries about how to improve your lifestyle to be healthier.</p> <p>Science + Computing</p>	<p>Politicians</p>  <p>Geography - Model UN</p> <p>The children conduct a model UN in school, debating the most pressing issues our world faces. They learn about the political perspectives of different global powers and host a debate for the school.</p> <p>Geography + Oracy</p>	
	Science	Living things and their habitats	Space	Light	Electricity	Animals including Humans	
	Art		Sculpture		Paint and Pattern		Drawing and sketching

Music	Charanga		Charanga: Stomp		Charanga	
Computing	Unit 6.1: Coding	Unit 6.3 Spreadsheets	Unit 6.2 Online Safety Unit 6.4 Blogging	Unit 6.5 Text Adventures Unit 6.6 Networks	Unit 6.7 Quizzing	Unit 6.8 Understanding Binary
RE	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religions: Islam	Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? Religions: Christianity	Theme: Belief and meaning Key Question: Is anything ever eternal? Religions: Christianity	Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religions: Christianity	Theme: Beliefs and morals Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religions: Islam	
PSHE	Healthy relationships	Weighing up risk	Human Rights	Healthy Minds	Keeping Safe	RSE
PE	OOA (outdoor adventure activities) Rugby	Step to the Beat Boxercise	Cricket Cool Core	American Football Dance	Athletics Archery/Fencing	Leadership Badminton
French	Je m'appelle		J'habite		Je Suis Francais	